DOCUMENT RESUME

ED 230 551 SP 022 418

AUTHOR Hatfield, Robert C.
TITLE Preservice Teacher Assessment and Development.
PUB DATE Feb 83
NOTE 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 22-25, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Experiential Learning; Group Discussion; Higher Education; *Independent Study; *Individual Development; Peer Groups; *Preservice Teacher Education; *Professional Development; *Self Actualization; Seminars; Teacher Evaluation; Teacher Role

ABSTRACT

An exploration was made on how concepts and procedures relating to professional assessment and development can be integrated into preservice teacher education. A proposal for achieving the development goal of enhancement of each person's capacity for self-directed study and professional growth includes: (1) establishing support teams for teacher candidates; (2) developing a conceptual model of teaching practice; and (3) developing a process for self-directed learning. It is suggested that an effective support team activity can be established through an ongoing professional seminar, running concurrently with the study of other course work, led by the same instructor over a period of a year or more, and including a small group of students. In this way, an opportunity for peer cooperation and feedback is established under direction of a supervisor. A conceptual model of the roles and functions of teachers, developed through observation and interactions with peers and instructor, is presented which may provide a basis for clarifying individual goals and objectives and identifying resources for further self-directed learning. (JD)

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PRESERVICE TEACHER ASSESSMENT AND DEVELOPMENT

Robert C. Hatfield
Michigan State University
AACTE Conference - 1983

"Each professional must be the ultimate monitor of his or her own learning, controlling the stable or shifting design of its continuity" (Houle, 1980, p. 13). This statement implies that each teacher is responsible for his/her own growth and improvement as a professional worker. The conclusion is not uncommon when referring to a member of a profession, in fact, further argument to support the need and expectation seems unnecessary. However, struggles to follow this path and to achieve greater ability to perform one's practice represent major diffiuclties for all professionals.

The recommendation proposed here for relating assessment to development as a means for teachers to develop and improve their professional practice implies certain behaviors and ways of thinking. The nature of these behaviors is provided in the following definition of professional development: "Professional development is; professional growth, guided by internal and external assessment, for the continuous pursuit of excellence in a given field of expertise, as reflected in the achievement of personal, student, and institutional goals" (Hatfield and Ralston, 1980). This definition can be visualized in diagram form (Figure 1) showing the relationships among the various components as they impact on an individual's cognitive dissonance. The resulting dissonance serves as the motivator for futher development and/or for modifying practice.

SP 022 418

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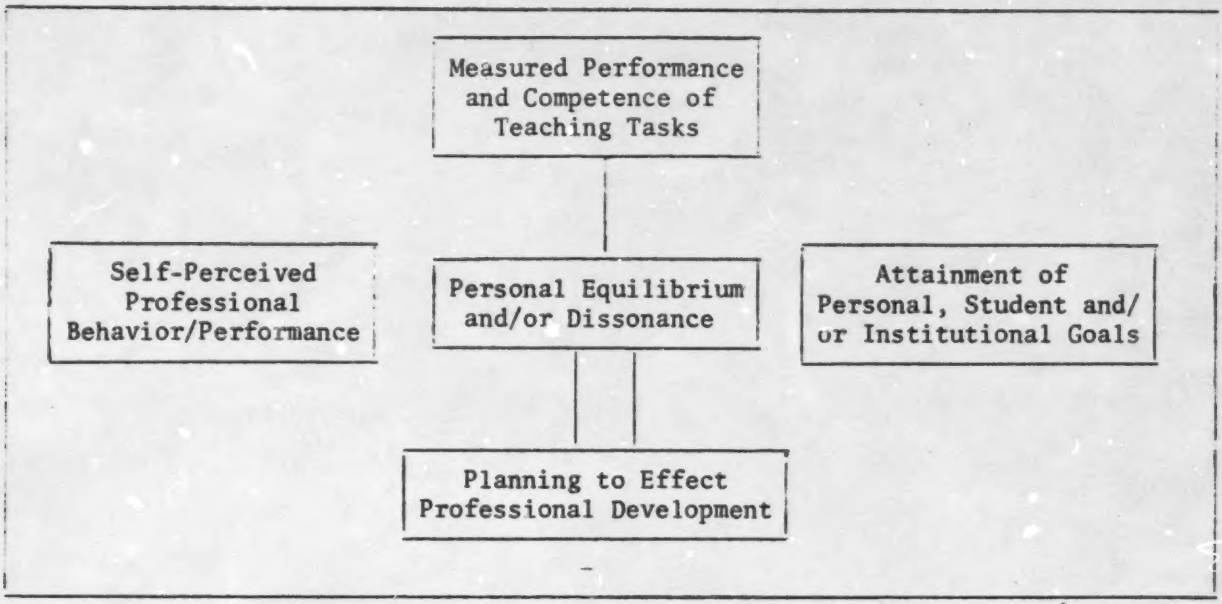
Figure 1

Model for Professional Development*


Measured Performance and Competence of Teaching Tasks
Self-Perceived Professional Behavior/Performance
Personal Equilibrium and/or Dissonance
Attainment of Personal, Student and/or Institutional Goals
Planning to Effect Professional Development

*Hatfield & Ralston, 1980.

Most teacher educators currently concede that the initial certification of teachers is insufficient and that further study is necessary to become a fully competent professional. This condition is now reflected in practice by additional certification requirements and by mandating inservice activities. The focus proposed here, therefore, is on the preservice teacher candidate and how concepts and procedures relating to professional assessment and development can be integrated into their study of education.

Teachers have long felt responsible and been engaged in study beyond their initial employment. However, given this expectation questions are raised of priority and of choosing the requirements necessary for initial certification. What knowledge is most critical, what practices will be

most useful both for the beginning and inservice teacher to function function effectively, and what constitutes the most effective knowledge base for further study?

Sociologists and philosophers engaged in studying the structure and organization of knowledge now believe that individuals need a basic framework of key concepts and models in a given area of knowledge before significant learning can occur and that once achieved future learning can be more effectively accomplished even without direct instruction (Belth, 1969; Phenix, 1964; Schwab, 1962). To accomplish the goal for professional development a basic framework for the knowledge and practice could be learned through a study of assessment and development procedures within the preservice curriculum. Rosenfield (1981) provides and excellent analysis of the professional need for this kind of study and indicates some of the key ingredients and difficulties.

The underlying focus of professional development should be the enhancement of each person's capacity for self-directed study and capacity to grow as a professional worker. Knowles (1978) suggests that "...as an individual matures, his need and capacity to be self-directed, to utilize his experience in learning, to identify his own readiness to learn, and to organize his learning around life problems, increases steadily..." (p. 54). This increasing independence is in part due to the changes in one's; (a) self-concept, (b) experience, (c) readiness to learn, and (d) orientation to learning (Knowles, 1978).

Proposal for Preservice Study

The proposal for achieving this professional development goal includes, (a) establishing support teams for teacher candidates, (b) developing a conceptual model of teaching practice, and (c) developing a process for self-directed learning.

Support Groups:

The context for teaching the proposed concepts and skills of profssional development is through a professional seminar which is ongoing for one to two years concurrent with the study of other course work, led by the same instructor, and including a group of 10-15 persons. One function of this seminar (there can be others) is to provide the content on professional development proposed here.

Several arguments can be stated for providing this type of seminar. Professional development studies and programs have been very consistent in showing the need for a professional support group to increase confidence of the participants and the opportunity to obtain peer interaction and cooperation while working together with a supervisor or facilitator (Goodlad, 1975; Garman, 1982; Havelock, 1973; Ward and Tikunoff, 1981; Rubin, 1969). A study by Glassberg (1978) of a group orientation for student teachers, with training in peer supervision and feedback, indicated positive results in providing feedback. This environment would provide a setting in which the proposed goals could be achieved and also allow candidates the opportunity to progress from an initial level of dependence upon the instructor to a state where much of the activity becomes self-directed.

The organization and conduct of these support groups should also draw on our knowledge of adult and teacher development. Stages of concern (Fuller & Bown, 1975; Loucks & Pratt, 1979), adult learning (Kidd, 1959; Knowles, 1978), and cognitive and ego developmental concepts (Glassberg & Oja, 1981; Sprinthall & Thies-Sprinthall, 1980) provide the models and theory underlying studies in these areas. Fieman and Floden (1980) have provided a very useful critique of these perspectives

and suggest questions for further study on the more advanced levels of development. It is not yet clear how much these concepts should influence the organization of the proposed content but they can give direction to the instructional activities of such a program.

Reitman (1973) provides an analysis of role development which adds a further dimension to the activities described and should enhance the effectiveness of the suggested professional seminar.

Teaching Tasks:

Providing a structure to the content of teaching should not preclude individuals from independent thinking but rather establish a common ground on which professionals can focus. The assessment and development of teachers should focus on those professional responsibilities considered central to the job and which serve as a conceptual model for teaching practice. Two such taxonomies will be presented here but they obviously need to be made idiocyncratic to a given program to have value. A major attempt to define these teacher responsibilities was done by the California State Teachers Association (1964) in the form of role statements. These include:

a. Director of Learning
b. Counselor and Guidance Worker
c. Mediator of Culture
d. Link with the Community
e. Member of the School Staff
f. Member of the Profession

A second proposal describing the functions and tasks of the classroom teacher (Hatfield, 1982a) includes the following statements:

a. Formulating curriculum content and goals.
b. Providing for the educational needs of individual students.
c. Developing and managing instructional programs.
d. Developing and executing teaching-learning processes.
e. Assessing and reporting student learning and growth.
f. Participating in general institutional and professional activities.

The following statements are an example of more specific teaching tasks related to one of the above functions (assessing and reporting student learning and growth) for purposes of further explication:

a. Preassess student's level of skill and knowledge development prior to instruction.
b. Assess the progress and attainment of each student's learning and growth.
c. Report student achievement and growth including; developmental and subject matter content, problems of learning, and self-directed learning.

These conceptual models of teaching tasks or responsibilities provide a basis on which teacher candidates can analyze, develop, and evaluate practice. This model should also be useful as a means to utilize theory, research, and to describe practice.

Dewey's (1965) description of relating theory to practice is predicated on the initial directions given a teacher candidate.

> "The first observation of instruction given by model or critic teachers should not be definately practical in aim. The student should not be observing to find out how the good teacher does it, in order to accumulate a store of methods by which he also may teach successfully. He should rather observe with reference to seeing the interaction of mind, to see how teacher and pupils react upon each other - how mind answers to mind" (p. 155-156).

By focusing on the kinds of roles and/or functions described here Dewey's intellectual analysis can be accomplished. As the teacher candidate progresses to the point of describing and documenting how to perform various teaching tasks he/she has a basis on which to relate this intellectual analysis. Requiring the justification for what and why the activities are performed based on philosophical, sociological, psychological or disciplinary knowledge adds to the analysis. These justifications can then be put into statements of assumptions derived from

the practice which can be matched with theories and/or research drawn from foundational studies (Hatfield, 1982c; Hiltner, 1954; Holzner, and Fisher, 1979; Short, 1973). This concept of relating theory and research to practice (as defined by the tasks of teaching), provides the structure for analysis, study, evaluation and modification of practice needed for self-directed study (See Figure 2).

Self-Directed Learning:

In this proposal, self-directed learning provides the process by which individuals pursue their professional improvement. As indicated by Rosenfield (1981), students do have difficulty in making progress towards self-directed learning particularly as they: "...find it hard to be explicit about their goals and objectives; ...have difficulty assuming responsibility for personal growth as opposed to relying on faculty direction; ...and have chronic problems developing meaningful evaluation procedures" (p. 488-489). Valverde (1982) describes the steps in the self-directed learning process as reflection, exploration, stimulation, and experience. Tough (1971) describes adult learning projects, which are a form of self-directed learning, as a series of related episodes in which the individual sets goals, plans, and identifies resources for the purpose of attaining definite knowledge and skills.

Similar steps to learning can be identified from the literature on experiential learning. Kolb (1975) describes experiential learning as; (1) here-and-now experience followed by, (2) the collection of data and observations about that experience. The data are then, (3) analyzed and the conclusions of this analysis are fed back to actors for their use in, (4) the modification of thier behavior and choice of new experiences. "...Learning is thus conceived as a

four-stage-cycle...with immediate concrete experience as the basis for observation and reflection. These observations then form the basis for theory which can provide new implications for action to create new experiences" (Kolb, 1975, p. 33-34). Self-directed and experiential learning, therefore, provide the major approach to the process for learning about professional development in this proposal.

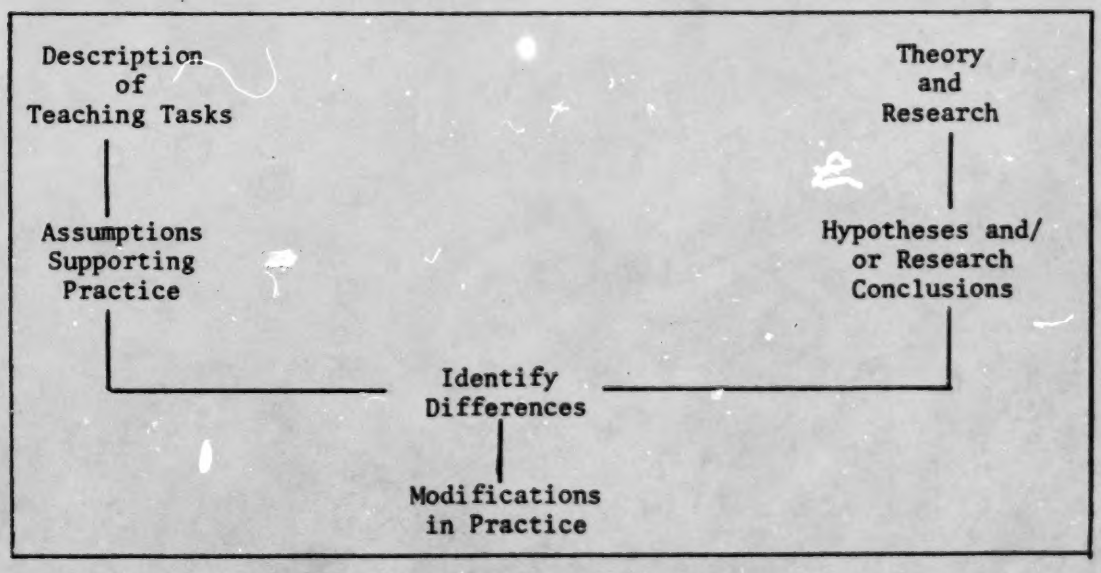
Professional Development Programs

Professional assessment and development can be approached as a procedure which includes several steps and activities. The proposed procedure is derived from the models for self-directed and experiential learning described earlier providing an organized and cyclical approach. The steps include: assessment and feedback; goals, plans, and resources; activities; and evaluation. The focus of these steps is on the techniques for assessment and feedback.

Numerous instruments for analyzing and providing feedback to teachers have been developed. In general these instruments and procedures

Figure 2

Model for Relating Practice to Theory/Research



can be classified into three purposes; research, teacher evaluation, and self-analysis. Among the instruments used for research purposes are systems suggested by Borich and Madden (1977), Good and Brophy (1978), and Stallings (1977) which provide comprehensive and detailed information. There are limitations to the use of these instruments for non-research purposes because of their detail and specific focus. The most applicable instruments for the present purposes have been developed for teacher evaluation and include those by Griffiths (1975), Hawley (1976) and Hatfield (1982b). Curwin and Fuhrmann (1975) provide examples of instruments used for self analysis.

The emphasis in this proposal is to teach preservice teachers the skills to observe teaching performance and to document their own teaching performance as encompassed by the entire range of job responsibilities. This documentation is possible through tape recording, reflection, anecdotal description, collection of materials, and questionnaires.

Medley and Crook (1980) provide an important perspective on the levels of teacher assessment and feedback. They suggest that teacher effectiveness relates to student learning, teacher performance relates to student activities responses, and teacher competence reflects the teacher's behavior. These concepts are useful in determining the kind of data to collect.

Feedback on teaching has been attempted in supervisory, peer, and self modes. Wilson (1981), in a study of inservice teachers, used a supervisor and self to obtain feedback on teaching performance. Glassberg (1978), in her work with student teachers, provided written feedback through journals and a setting for peers to give feedback. Working with new teachers Hatfield (1982a) used self-analysis and

reflection as a means for teachers to identify areas needing improvement. These studies provide support for peer and self-analysis as an effective means to obtain useful feedback on teaching performance.

The beginning teacher will immediately become involved in a variety of professional development and assessment activities. therefore, this preparation at the preservice level should provide a good background for a person's induction into teaching. Evaluation of the beginning teacher will occur in almost all situations. In some states such as Florida, Georgia, and South Carolina this evaluation will be partially under state control while in other states the evaluation will be formal but the responsibility of the school. In addition, all beginning teachers will need to plan their continuing certification program based on career goals and job assignments. In most schools some type of inservice activity will be provided and will be carried out in a variety of workshops, committee assignments, and private consultations. The result of the preservice program described here should lead to the productive use of these professional development activities. The expected outcomes of the preparation program include the skills, procedures, the desire, and the professional commitment to continue a systematic professional development program.

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